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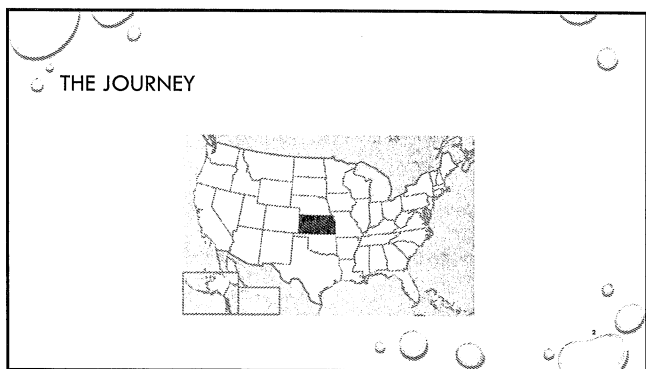
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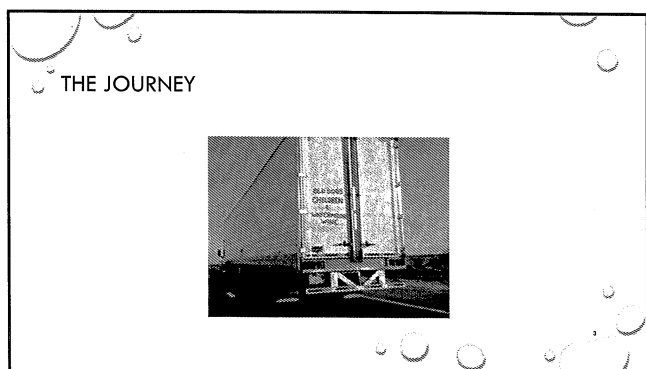
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## THE JOURNEY

- 10<sup>TH</sup> YEAR IN EDUCATION
- "AT RISK" YOUTH
- ARRIVED AT PPHS/PPA
- MOVED TO DARK SIDE



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## BACKGROUND

- CHARTER SCHOOL
- 350 STUDENTS
- 92% FREE AND REDUCED
- 96% MINORITY YOUTHS
- 4 – THE AVERAGE NUMBER OF SCHOOLS ATTENDED BEFORE ARRIVING AT PPHS/PPA
- 20% STUDENTS HAVE A HISTORY OF ADJUDICATION
- PARENT INCARCERATION

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## BACKGROUND

- 21<sup>ST</sup> CENTURY PROGRAM
- CHARACTER EDUCATION
- TECHNOLOGY PROGRAMS
- CAROL WHITE PE PROGRAM
- LITERACY GRANT

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## BACKGROUND

- SCHOOL IMPROVEMENT PROCESS
  - INTEGRATED SYSTEMS
  - FOCUS ON ACHIEVEMENT
  - MOVED FROM "D" TO "B"
  - DATA DRIVEN DECISIONS

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## OUR VISION

OUR VISION IS TO INCREASE STUDENT ACHIEVEMENT IN MATHEMATICS AND READING...TO  
ULTIMATELY BECOME AN "A" SCHOOL AND PLACE STUDENTS ON A TRAJECTORY TOWARD POST-  
SECONDARY EDUCATION.

IS THIS SOMETHING YOU MIGHT WANT?

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## OUR VISION

OUR VISION IS TO FIND THE "RECIPE" TO SERVE EACH CHILD, TO MOTIVATE THEM TO "DO"  
SCHOOL, REGARDLESS OF SOCIO-ECONOMIC STATUS, PRIOR ACADEMIC PERFORMANCE, OR  
FACTORS WE CANNOT CONTROL, LIKE MOBILITY, FAMILY RESPONSIBILITIES, WORK...AND  
ULTIMATELY TO REVERSE THE TRENDS OF POVERTY.

IS THIS SOMETHING YOU MIGHT WANT?

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OUR VISION



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TURN TO A SHOULDER PARTNER AND TAKE A FEW MINUTES TO EXPLAIN YOUR VISION OF YOUR SCHOOL. WHAT WOULD YOU LIKE IT TO BE? WHY?

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HOW TO DO IT

- RELENTLESS FOCUS ON OBTAINING DATA
- RELENTLESS FOCUS ON DISAGGREGATING DATA
- LASER FOCUS ON TARGETING STUDENTS AND STANDARDS FOR AFTER SCHOOL INTERVENTION

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HOW TO DO IT

CULTURE CHANGE STARTS WITH LEADERSHIP

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THE HOW  
CULTURE CHANGE

- DISTRICT OFFICE, PRINCIPALS, VICE PRINCIPALS NEED TO BE ABLE TO:
  - ARTICULATE EXACTLY WHAT STANDARDS THEIR DISTRICT OR SITE IS DEFICIT IN
  - ARTICULATE EXACTLY WHICH STUDENTS NEED TO BE TARGETED FOR INTERVENTION
  - EMPOWER TEACHER LEADERS WITH THE SKILLS TO EFFECTIVELY DISAGGREGATE DATA IN ORDER TO SUPPORT INTERVENTION SYSTEMS

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REFLECTION...TURN TO A PARTNER

WHAT MATH AND READING STANDARDS DOES YOUR SCHOOL OR DISTRICT STRUGGLE WITH?  
WHAT IS YOUR EVIDENCE? WHAT DISTRICT OR SCHOOL WIDE SYSTEMS ARE IN PLACE TO  
ADDRESS THAT NEED?

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## GOAL SETTING

- LOOK AT THE DATA AND SET SPECIFIC, MEASURABLE AND ACHIEVABLE GOALS
  - GOALS TO DEVELOP THE CHARACTER AND BEHAVIORS OF YOUTH
  - GOALS TO DEVELOP ACADEMIC ACHIEVEMENT IN READING IN MATH
  - GOALS TO DEVELOP FAMILY ENGAGEMENT

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## GOAL SETTING

TURN TO A PARTNER...

KEEPING YOUR STUDENT ACHIEVEMENT DATA IN MIND, WRITE THREE GOALS THAT WILL SUPPORT READING AND MATHEMATICS ACHIEVEMENT. IF YOU DO NOT KNOW YOUR STUDENT DATA, WRITE THREE GOALS THAT WILL SUPPORT YOUR UNDERSTANDING OF DATA. SHARE WITH A SHOULDER PARTNER.

### Setting Goals

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- 2
- 3

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## USING ACADEMIC DATA

ANALYSIS OF SCHOOL DAY ASSESSMENT – LEADERSHIP

- 1) FORMATIVE
  - 2) SUMMATIVE (BENCHMARK)
- 1) TARGET STUDENTS WHO NEED INTERVENTION
  - 2) GROUP STUDENTS WHO HAVE SIMILAR NEEDS
  - 3) ASSIGN IN AN AFTER SCHOOL OR BEFORE SCHOOL CLASS (SMALL GROUP)

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## USING ACADEMIC DATA

- THE POWER OF THE ASSESSMENT
- THE DRIVER OF AFTER SCHOOL TUTORING
  - RE-TEACH
    - 0 HOUR
    - AFTERNOON CLASS
    - 1-1
  - RE-ASSESS/PROGRESS MONITOR

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## USING BEHAVIOR DATA

- DEEP ANALYSIS OF STUDENT REFERRALS
1. WHO IS GETTING REFERRED?
  2. WHEN ARE THEY GETTING REFERRED?
  3. WHY ARE THEY GETTING REFERRED?
  4. WHO IS DOING THE REFERRING?

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## USING BEHAVIOR DATA

- 1) TARGET STUDENTS WHO ARE CONSTANTLY GETTING IN TROUBLE
- 2) REACH OUT TO THEM AND PARENTS TO GET THEM INVOLVED IN AN ENRICHING YOUTH DEVELOPMENT ACTIVITY
- 3) MAKE SURE THE YOUTH DEVELOPMENT ACTIVITY WILL BUILD THEIR CONFIDENCE

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